

GRADE

TIME

TOPICS &amp; SUBJECTS

**9–12****50 mins.**

- News & Media Literacy
- Digital Citizenship
- Artificial Intelligence
- English Language Arts

## Artificial Intelligence: Is It Plagiarism?

**What is the impact of artificial intelligence on how we learn and create?**

The number of artificial intelligence (AI) tools has grown significantly over the past few years. Some of the most popular tools are capable of creating seemingly original content, like images or text. Help students consider the ethical dilemmas of using AI to create content, and help them identify the appropriate use of these tools in a school setting.

**Students will be able to:**

- Define artificial intelligence (AI) and generative AI.
- Identify the potential impacts of generative AI.
- Use the Take a Stand routine to discuss how to ethically use AI in school.

**Key Standards Supported**

**COMMON CORE**

RST.9-10.4, RST.11-12.4, L.9-10.4, L.11-12.4, SL.9-10.1, SL.11-12.1

**ISTE**

7c, 7b, 7d, 2c, 1c, 3b, 3d, 4d

## What You'll Need

Some resources below are available in Spanish

### IN CLASS

- [Lesson Slides](#)
- [Original Author Dilemma Handout Teacher Version](#)
- [Creative AI Handout Teacher Version](#)

### FOR FAMILIES

- [Family Tips](#)

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## Lesson Plan

Explore: **What is AI?**

15 mins.

- **Note:** This lesson contains an excerpt from a podcast. Before the lesson, make sure you can access the [video version](#) of the podcast on YouTube.
- 1. **Ask:** *What are some things that are easy for computers or software to do, and that are more challenging for humans to do? In contrast, what are things that are easier for humans to do that would be hard (or even impossible) for a computer or software to do?*

Invite students to share out.

Sample answers:

- Computers/software: solving complex math problems, sorting items in alphabetical or numerical order, searching for an item from a large list
- Humans: expressing emotions, empathizing with others, understanding nuance and context, critical thinking

2. **Say:** *Have you heard about artificial intelligence? What are examples of AI you have heard about or used yourself?*

Give students a few minutes to share their answers and experiences. Then, project **Slide 4** and define **artificial intelligence** as *a computer program or app that can perform tasks that typically require human intelligence*.

3. **Say:** *Today we're going to talk about a specific type of AI, called **generative AI**. Generative AI is a type of AI that can create content, including text, images, and audio (**Slide 5**).*
4. **Show** the **What to Know About OpenAI's Chatbot** episode from the *Wall Street Journal's Tech News Briefing* podcast (**Slide 6**) and have students complete the graphic organizer on the **Creative AI student handout** as they watch and listen.
5. **Invite** students to share their reactions and any additional questions that came up as they watched the video. Refer to the **Creative AI Teacher Version** to guide the class discussion.

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#### Take a Stand: **Original Author Dilemma**

20 mins.

1. **Say:** *Artificial intelligence tools are shaping the world around us, and that includes what happens here at school. One of the big issues that generative AI raises has to do with how we talk about and address **plagiarism** at school (**Slide 7**). Now that technology has the power to create seemingly "original" work, where do we draw the line for the appropriate use of these tools at school? And if everyone starts using tools like these, how will students develop the skills needed to write well?*
2. **Distribute** the **Original Author Student Handout** and invite a student to read aloud the "Original Author" dilemma in Part 1 (**Slide 8**).
3. **Explain** that the class will be asked to take a stand on the question at the end of the dilemma.

Take a Stand is a thinking routine for exploring perspectives on dilemmas about community and civic life. **Learn more** about teaching with digital dilemmas and thinking routines.

4. **Show** the steps of Take a Stand (**Slide 9**) and facilitate the class discussion and activity. Have students follow along and take notes on their handout.

**Note:** For detailed facilitation guidance and suggestions to enrich your class discussion, use the **teacher version** of the "Original Author" handout.

5. **Say:** *The aim of this activity was not to lead us to a "right" answer. Rather, the goal was to slow our reactions down, take time to listen to different perspectives, and be reflective about our stance on this dilemma.*

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Reflect: **Complicate It!**

15 mins.

1. **Say:** *You all have already shared some really important considerations for why the use of these kinds of tools in schools isn't necessarily all bad or all good. Let's continue to dig a bit deeper.*
2. **Project Slide 10** and have groups choose at least two of the questions to discuss (also in Part 2 of the "Original Author" handout).

Refer to Part 2 of the **teacher version** of the "Original Author" handout for ideas on what each question might address. Be sure to allow space for students to share their responses and perspectives — the more perspectives, the better!

3. **Optional:** If you have time, work collaboratively with your students to develop shared norms or a classroom charter outlining what you consider to be ethical use of generative AI tools, such as ChatGPT.

And if you want to continue the discussion with your class, here are a few additional resources we recommend exploring:

- Greg Rosalsky and Emma Peaslee. (Jan. 17, 2023). *This 22-year-old is trying to save us from ChatGPT before it changes writing forever.* NPR.
- Michael Elsen-Rooney. (Jan. 3, 2023). *NYC education department blocks ChatGPT on school devices, networks.* Chalkbeat New York.



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